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ABSTRACT

The provision of recreational reading materials and programs for the special education student, defined for this study as the educable mentally retarded, is considered. The role and responsibility of the high school librarian in this area is defined, emphasizing cooperation with the special education classroom teachers. Methods which librarians can use to reach and interest the students in reading are discussed. Sources to help the librarian find appropriate available books are listed. The major section of the paper is an annotated list of suggested books to purchase for library use for special education students. The list is limited to recreational reading materials currently being published (at the time of writing). Recommended publishers to contact are also included. (KW)

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RECREATIONAL READING MATERIALS FOR SPECIAL EDUCATION STUDENTS

A Paper

Presented to

Mr. Andrew Armitage

University of Pittsburgh

School of Library Science

Library Science 219

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by

Myrna H. Slick

April 10, 1969

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I. INTRODUCTION

Upon examination I realized that as the librarian in a high school of 1100 students with one special education class, I was doing nothing to provide recreational reading for the special education youngsters. Doing the literature search, I found the following quotation which seemed especially relevant to my study. Robert Mende, the author of a study on handicapped children, said: "For too many years, schoolmen have tried to ignore the problem of educating handicapped children. By and large, they have been successful - handicapped children have not been well-educated by the nation's public school systems. In fact, in nearly half of the nation's school districts, they have not been educated at all. But now this situation is changing fast. State education departments and the federal government . . . are turning their attention and their pocketbooks to this neglected area."[1]

What has the school library done for handicapped students to keep pace with government planning and help? The answer to this is practically nothing. Why? There are several reasons for this. (1) Generally, librarians have been apathetic to the situation. (2) Publishers have not been aware of the interest in teaching handicapped children or the necessity to publish certain kinds of materials for use with handicapped youngsters. Materials have not been readily available. (3) As Mende has indicated, the whole educational system has ignored them.

This paper is concerned with one type of handicapped youngster; i. e. the special education student. What are the characteristics

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[1]Robert Mende, What You Should Know About Teaching Handicapped Children (Washington, D. C.: Management Publishing Group, 1967), p. 2.

of special education youngsters? Why has the school library failed to reach these youngsters? What can be done to remedy this problem? What methods and materials can be used by a high school librarian in a rural high school in the 1960's to make school a meaningful learning experience for special education students? What is the librarian's responsibility to special education students?

The hypothesis of the study was that methods, media, and materials are available for library use with special education students. The paper proves this hypothesis to be valid by discovering books and series of books being published today which can successfully be used by special education students. The study has been limited to recreational reading materials currently being published. Chapter V is the heart of the study - an annotated list of suggested books to purchase for library use for the 1969-1970 school year for special education students. The underlying purpose of this paper - purchase of recreational reading materials for special education students - has been realized. In round figures $1,000 will buy approximately 450 library books of special appeal for special education students. At this point I have not been able to find a way to finance this project through government funding. There may be a way, and I plan to explore this possibility. This project is a beginning. That publishers are beginning to realize the need for books in this area is helpful, and a change will be expected in the next few years.

II. THE SPECIAL EDUCATION STUDENT

As a librarian, I felt it was necessary to understand the special education student before I could attempt to build a recreational reading library for him. This chapter outlines what a special education student is like, how he functions, and makes suggestions for working with special education students.

For educational purposes children with low intelligence have been classified in the following four groups: slow learners, educable mentally retarded, trainable mentally retarded, and totally dependent. My school system deals with special education students who are classified as the educable mentally retarded students. These students have been classified as such by observation of classroom teachers, by testing in group intelligence tests, by psychometric examinations, and finally evaluated individually by a psychologist before being identified as mentally retarded, yet educable students. Educable indicates that learning can take place - at a slower rate than normal. I. Q.'s range from 50 to 90, even though some school districts use 75 as the cut-off point on the scale. The educable mentally retarded (hereafter referred to as special education students) have the same characteristics as their peers; generally, their differences are in degree, not in kind. In the past these children have often lost their right to education. Today they are incorporated into the school program in a variety of ways: self-contained classrooms - one, many, or an entire school; use of one special education teacher or as many as 30 or 40; completely separate curriculum and schedule or partial integration with regular secondary schedule (particularly in the areas

of gym, shop, home economics). The programs vary tremendously in scope and inclusiveness depending upon the plant, facilities, expenditures, and faculty.

Instructors who have worked with these students find that they have many things in common.

(1) Many of these children come from the "wrong side of the tracks." Subaverage living conditions show them to be physically and culturally undernourished. Their language is impoverished; their family's lack of understanding of education results in poor motivation in school work.

(2) In regular classroom situations these students are classified as behavior problems. Their behavior becomes understandable when the conditions under which they function are considered. They are confronted at home and school with tasks and expectations they cannot carry out. They react in several ways: they become very negativistic with teachers, children, and themselves (often as a way of attracting attention); or they become very withdrawn or detached from the world; or they become very aggressive and hostile. Like normal students they want to belong, they want status, and they want a feeling of accomplishment. When they are not able to achieve these objectives, they become behavior problems.

(3) These students are not popular with their peers because of their unusual behavior. However, grooming and physical characteristics often need attention and these matters reinforce unpopularity.

(4) In language development the retarded students are often behind their peers.

(5) Certain parts of a child's nature may progress while others do not; this often results in an odd personality.

(6) Their minds act much slower than the minds of the normal youngsters, even though their physical rate of growth is similar to the growth of normal children.[2]

A basic philosophy of special education is that students learn by doing; concrete materials and actual experiences are important

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[2]Herbert Goldstein, The Educable Mentally Retarded Child in the Elementary School (Washington, D. C.: National Education Association, 1962), pp. 12-14.

in their instruction. Academic subjects should be presented to the limit of the child's capacity to learn to make use of each idea. Samuel A. Kirk, recognized authority in special education and author of Educating Exceptional Children, outlined the following learning principles to be used when teaching or working with special education students:

(1) Progress from known to unknown, concrete to abstract.

(2) Help to transfer learning from one situation to another; show the child how to make generalizations.

(3) Use repetitions in a variety of ways.

(4) Stimulate learning through exciting situations.

(5) Reinforce learning by using a variety of sense modalities - visual, vocal, auditory, kinesthetic.

(6) Use special materials, supplementary materials, and specialized instructional materials for the child to learn efficiently.[3]

Educators would probably agree that these principles are good ones to use in teaching any children. The difference between teaching special education students and teaching normal students is a difference in degree not in kind, just as the difference between special education students and normal students is a difference in degree and not in kind.

Today's Education (formerly NEA Journal) published an article by Regis F. Crowley in the January 1969 issue. In "Teaching the Slow Learner" Mr. Crowley gives suggestions of a slightly different nature for helping slow students than the suggestions given by Mr. Kirk. Mr. Crowley was concerned about child psychology when he indicated that the slow-learning child needs his self-esteem restored. These

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[3]Samuel A. Kirk, Educating Exceptional Children (Boston: Houghton Mifflin, 1962), p. 121.

children need praise and compliments; kindness, yet firmness, is required. Never ridicule these students or permit others to. Help the child to project into his future. Read inspirational passages to him; help him to be realistic about after-school plans. Realistic goals must be set by students and teachers working together. Understanding, patience, and encouragement are necessary in dealing with these children.[4]

To conclude this section on the description of special education students, a dictionary of education was consulted to define special education students as educators classify them. To date the most authoritative dictionary of educational terms is Dictionary of Education by Carter V. Good. Special education is defined as:

> The education of pupils who deviate so far physically, mentally, or socially from the relatively homogeneous groups of so-called "normal" pupils that the standard curriculum is not suitable for their educational needs; involves the modification of the standard curriculum in content, method of instruction, and expected rate of progress to provide optimum educational opportunity for such pupils.[5]

Authorities have indicated what special education students are like and that the curriculum for these students should be a different program from the one for normal students. However, the main purpose of this paper is to compile and procure a recreational reading program that will help special education students. But can a program be justified for a small number of students? One should consult the

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[4]Regis F. Crowley, "Teaching the Slow Learner," (Today's Education, January 1969), pp. 48-49.

[5]Carter V. Good, Dictionary of Education (New York: McGraw-Hill, 1945), p. 381.

school philosophy for the individual school in question. Many school philosophies would probably have a statement implying or specifying that each student is to be treated as an individual or considered as an individual person. The school librarian's Bible, ALA School Library Standards, tells librarians indirectly that special education students are important - as well as other small or minority groups of students - in the following statement: "Every boy and girl within the school is reached by the library program according to his individual needs."[6] From such phrases as "treated as an individual" and "every boy and girl" it seems obvious that a librarian has an obligation to supply special education students with materials in the school library - materials which are on the level and interest of each student. How can a librarian do this? Is it possible to know the reading level of materials without examination of each piece of material? In terms of recent reading how can individual interests be considered when librarians are usually working within a limited budget? Chapter III will answer some of these questions while the fifth chapter will give information about publishers, reading level, interest, price, etc.

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[6] American Library Association, Standards for School Library Programs (Chicago: American Library Association, 1960), p. 15.

III. RECREATIONAL READING PROGRAMS FOR SPECIAL EDUCATION STUDENTS

In the Wilson Library Bulletin of May 1967 Franklin Hardy wrote an article entitled "Reaching the Nonuser." In this article Mr. Hardy says that in public libraries especially there is still a widespread belief that libraries contain only scholarly works. It is this librarian's observation that perhaps this is how special education students feel about the library in the secondary school. Non-achievers (including special education students) perhaps shun the library because it represents an accumulation of knowledge which threatens them. The library is possibly a place where they feel uncomfortable; hence, they avoid it.

Librarians recognize that information and knowledge is not all book-centered or transmitted by reading. Tapes, films, filmstrips, and records play an important role in the school library, or instructional materials center as it is often called. All media must be recognized as making a significant contribution to the learning of students of this decade. In learning situations for slow learning students modern media and technology must be given their due credit. Special education students, those with low intelligence, learn easier and better by such methods - and they enjoy using the equipment.

What can librarians utilize in providing recreational library materials for special education students?

1. An orientation session should be held in the library for the special education students near the beginning of the school year. The orientation would be similar to the one given for all new students. It should be an informal session, welcoming them to the library,

indicating the desire to help with book selection, and giving information about checking out books and audio visual materials. A selection of simplified encyclopedias and dictionaries should be available. Special education students, compared to normal students, are reluctant to use materials. Describe to them what browsing through magazines means. Because of the format, the number of illustrations, and the subject matter American Girl, Boys Life, Hot Rod, Life, Look, Seventeen, Flying, Outdoor Life, and Popular Mechanics should be especially appealing to them. Tell them about the magazine Scope and show them where it is located on the rack. This magazine, published by Scholastic Press, is written for special education students. The format is appealing, the reading level is satisfactory, and the special education teacher will encourage the students to read Scope. Explain in detail how the students are permitted to use the library during the school day. Be certain that all students understand the mechanics of using the library and getting admitted to the library. Do everything possible to remove barriers or stumbling blocks so that special education students feel free to use the library.

It must be recognized at this point that for a special education student to choose a book presents a tremendous problem. The individual special education student might think, "Where among all these books is one that I can read?" To eliminate this kind of frustration, a rapport must be developed between the individual special education student and the librarian. The special education student should feel that the librarian is a person he can trust, a person who can help him select a book, a person who can help him to find a particular kind

of book, not just any old book. This kind of understanding between the individual student and the librarian is the ultimate goal and aim of the library program. A one-to-one relationship must be established if a recreational reading program for special education students is to be successful.

To be sure special education students want to use the library willingly - to secure recreational materials - a wealth of high-interest low-reading level books must be available. (These books can also be used with remedial reading students). A later chapter of this paper is devoted exclusively to publishers currently releasing materials appropriate for recreational reading for slow learners and special education students. A dependable book selection aid, Booklist and Subscription Books, in March 1, 1969 issue, carried an advertisement for Lerner Pull-A-Head Books, books designed with the special education students in mind. To my knowledge this has been the first time an advertisement of books for recreational reading for special education students has been included in the recognized book selection aids. Publishers realize that librarians now want such books. Hopefully, more will be on the market in the near future. Publishers have been making available supplementary books to be used in the special education classroom; and, as has been indicated, they are now releasing recreational materials as well.

When I contacted the Supervisor of Special Education of Somerset County, Pennsylvania, to discover what low-reading high-interest books are available, I indicated to him that librarians should be given information about publishers of recreational reading material for

special education students. Classroom teachers of special education have been kept up-to-date on all kinds of materials which are available for slow learners, but their main interests have not been recreational reading. Consequently, special education students have been short changed in this very important service. Last week each school librarian in Somerset County received from the Special Education Supervisor a list of publishers which print recreational books for special education students. The note with the list suggested that each librarian write to the publishers to secure a catalog. In essence this is what I have compiled in Chapter V and, as was indicated before, is the heart of this project.

If either the guidance counselor or special education classroom teacher do not make vocational information available for special education students on their reading and understanding level, it seems to me that librarians must see that such materials are available. If the special education class does not have a unit or course of study on selection and/or thinking about life-after-school, the librarian will have to include this as recreational reading. Follett Publishing Company and Science Research Associates are two publishers which offer vocational materials for slow learners, and the cost is reasonable.

Rules for borrowing materials should be as uncomplicated as possible for the special education students, permitting slow readers to take their time in finishing a book. In conclusion, the main concern of the librarian should be to make special education students as comfortable as possible in the library.

2. The special education classroom teacher and the librarian must work closely in an organic way to insure the smooth operation of the program. Several things can be done. It has already been mentioned that Scope should be in the library and that assignments should be made by the classroom teacher for the students to use the magazine. The librarian should know what the assignment is and be able to make certain the student is following through and is doing the work adequately. It is to be remembered that these students need praise and commendation. As each special education student begins to frequent the library, the librarian must spend time with him to see that everything is running smoothly. Psychological rapport is very important to the success of this whole system. Frances A. Mullern in "Special Education and the School Librarian"put the idea succinctly: "In serving handicapped students the librarian renders far greater individual guidance and personal service than is usual for normal students."[7]

The special education teacher should work closely with the librarian to see that the assignments which students complete in the library are clearly understood. Special education students, as other students, should have the opportunity to continue class activities in the library, to reinforce learning and to explore further and deeper. It would be wise if the librarian were alerted to such teacher-assigned situations when they exist so that she can render assistance. When special education students are doing reference work in the library, the librarian

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[7]Frances A. Mullern and Miriam Peterson, "Special Education and the School Librarian: A Cooperative Service in the Chicago Public Schools," Vol. 47 (Illinois Libraries, May 1965), p. 410.

is not concerned about the recreational reading program at the same time. But if the special education students are to use the library to seek out recreational materials, the librarian must be willing to help with reference work of all kinds to establish and continue rapport with special education students.

For the reluctant (or backward) students, a wealth of reading, listening, and viewing material must be easily accessible in the classroom. The use of Classic Comics can be a way of catching the interest of reluctant readers or non-readers. Classic Comics, available from Gilberton Co., Dept. S, 101 Fifth Avenue, New York, New York, 10003, are comics featuring stories by the world's greatest authors. A follow-up for comic books is the paperback book; paperbacks are small, attractive, easily put in pockets or bags, and are available on any reading level. (See Chapter V for the list of books available from Hertzberg, the distributor of permabound books.) When Daniel N. Fader, innovator of "The Reading Program That Woke Up Teachers" reported about this program in his book Hooked on Books, he said that softcover books are very important for two reasons: "... the text approach to learning does not have to be limited to one anthology or book, and the easy portability of softcovers make them popular, easy to use, nice to posess."[8] There will come a day when all the interesting materials in the classroom will be exhausted. Then the backward student will have to come out of his shell and should be guided to the library for more materials. I believe that even the backward, shy special education student, through time and careful

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[8]Daniel N. Fader and Elton B. McNeil, Hooked on Books (New York: Berkley Publishing Company, 1968), p. 44.

planning, can be enticed to use the library. By coming to the library, the special education student can be directed in a recreational reading program.

One small effort on the part of the librarian can help bring special education students to the library. The librarian should see that the special education classroom has a list of the new books which are in the library and are of interest to them. In this way, just as other students do, the special education student will be able to request a particular book when he visits the library.

3. A variety of material for individual special education students must be available. When the local library resources have been exhausted, the county, regional, and/or state libraries can be contacted. Books and records can be borrowed at no cost to the school district; to get material on tape, the borrower furnishes a blank tape. The cost is minimal. Tapping the resources of other libraries should result in a variety of media on the level of interest and understanding of each special education student. The multi-media approach is recognized as a good way to reinforce learning for all students.

Another means of borrowing materials outside of the individual library is to enroll in the talking books program. To qualify for this program, the school must have a student enrolled with only 1/10 of normal vision. (The school nurse can be helpful in initiating this program.) Many schools have one or more partially blind students. To receive these audio materials and equipment, one contacts the county office for the blind. The representative I contacted indicated that he didn't care that only blind children listened to the records.

Talking books are records of adults reading adult (or young adult) level books and magazines. Twenty-one current popular magazines are recorded including Reader's Digest, Ladies' Home Journal, and Newsweek. Admittedly these may be above the level of comprehension of special education students, but perhaps because they are delivered orally there will be a greater degree of comprehension. There is a large selection of records to choose from, and the quality of each recording is excellent. In the local area the distribution of talking books is handled by the Carnegie Library of Pittsburgh. It is relatively simple to apply to Carnegie for records of recent fiction and nonfiction; postage is free. Therefore, there is no cost to the school district for this program.

Talking books should have appeal for special education students on the secondary level. The material is on the adult or young adult level. For example, Up a Road Slowly by Irene Hunt was a Newbery Award winning story. Teenage girls of a 4th, 5th, or 6th grade reading level would become frustrated attempting to read this book, but they will thoroughly enjoy the story of Julie, a sensitive girl's development from age seven to high school graduation, via talking books. Likewise teenage boys, at least in my school district, will enjoy hearing Mountain Man by Vardis Fisher, a story of a fur trader's love of nature and struggle to survive, while most special education boys would never think of reading such a book. Because of the wide range of interests recorded on talking books, because current materials are being recorded each month, and because of the ease in borrowing these records, it is possible for each special education student to

have his own book to listen to. What better way is there to fulfill the general library goal - to treat each person as an individual?

4. There are other audio materials which can be made available to reluctant readers. Good students from Reading classes or English classes can be encouraged to develop their oral reading by making tapes of their favorite short stories, poems, limericks, etc. These tapes can be used by all students in the library including special education students. Elizabeth Schwartz reported about her efforts to produce a program of tapes in a junior high school in Education Digest January 1969. She said that the reader and the listener were on a one-to-one basis which, she felt, was the important thing in the whole project. Again the cost to the school district is very small. A good educational practice is to have a carry-over from one department or class into another in the school program. In essence, this is what happens when a student tape program is housed and used in the school library.

5. Create interest in the library whenever possible. Some special education students are capable of being student librarians. Others may be willing to help with tasks in the library. Use volunteers in as many library situations as possible. Special education students in particular need to be assured that they are needed, that they can be helpful, and that they are appreciated. Little duties like helping in the library are the kinds of things which help special education students to feel important and they - as all teenagers - are looking for status.

This section of the paper has given suggestions for methods of working with special education students in the secondary school library. It is not intended to be conclusive or detailed. The ideas in this chapter can be summarized by the following quotation by Kenneth I. Taylor: "The need to explore, discover, and develop self-reliance in the use of instructional materials is even greater for the handicapped child than it is for his more fortunate peers. His classroom should be furnished with a wide variety of general, special, and locally produced materials with related equipment for individual and group study. He should have equal access to the resources of the school instructional materials center."[9]

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[9]Kenneth I. Taylor, "Materials for Special Education," (Wisconsin Library Bulletin, March 1967), pp. 99-100.

IV. BOOK SELECTION FOR THE SPECIAL EDUCATION STUDENT

"Find books and materials that meet individual needs, interests, and abilities for class work and nonacademic purposes, and discover and explore new interests, ideas, and aspects of knowledge,"[10] is the advice from Frances Henne for the school librarian who expects the library to be the center for learning experiences. The keyword in the preceding quotation is "individual." Special education students need individual guidance and help in developing new interests. This is the job of the librarian. Where can she turn for help?

There are books and pamphlets available to help the professional librarian select books for the reluctant reader. Two books proved especially helpful:

> Nader, Daniel F. and McNeil, Elton B. Hooked on Books. New York: Berkley Publishing Corporation, 1968. 236p. The dramatic proof that Dr. Fader's sweeping program for getting even the most bored and apathetic students to enjoy reading will work. Included is a reading list of 1,000 paperback books recommended for reluctant readers.
>
> Strang, Ruth, et al. Gateways to Readable Books. New York: H. W. Wilson, 1966. 245p. 4th ed. An annotated graded list of books in many fields for adolescents who find reading difficult. Arranged under interest categories. Adult and children's books are listed which will appeal to junior and senior high school students. Gives the reading level for each book.

Included here are lists of books taken from periodical articles, pamphlet excerpts, etc., to help the librarian find available books which can be used with special education students. These lists in part would help the librarian with the reluctant reader.

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[10]Frances Henne, "School Libraries as Centers for Learning Experiences," (National Education Association Journal, March 1962).

1. "Books for the Job Corps," Library Journal, March 15, 1965, pp. 1472-1477. A recreational booklist of 480 titles grouped by areas of interest for men 16-21 years old. Gives price but no indication of reading level. Books with * are recommended for first purchase.

2. American Library Association. Adult Services Division. Committee on Reading Improvement for Adults. "Books for Adults Beginning to Read," Booklist and Subscription Books Bulletin, December 1, 1967. A selective list of books, annotated, in three categories: materials at the elementary reading level, materials at the intermediate reading level, materials at the advanced level.

3. Empacher, Marjorie R. and Katherine W. Trickey, "Easy-To-Read Adult Books for Senior High School Students," English Journal (Date not included on reprint.) A list of books with simple vocabulary and sentence structure, divided into three groups: for girls, for boys, for general interest. Indicated as transitional books (from juvenile to adult), adult interest books, and books for the mature student. These books have proved to be popular with high school students.

4. Pittsburgh Public Schools, "Books for Remedial Reading Approved for Purchase 1961-1965," No annotations but reading level and reading interest are indicated. Arranged by Dewey.

5. Library of Congress, Division for the Blind and Physically Handicapped, Washington, D. C., 20452.
   (a) Talking Book Topics is a magazine of book news designed to inform readers of developments and activities in library service for the blind and physically handicapped. It gives annotations about new books and articles which have been recorded recently for distribution to blind or handicapped students.
   (b) Talking Books Adult 1966-1967 is a comprehensive catalog of books and materials which have been recorded by volunteers to be used by handicapped people. These records are organized according to the Dewey Decimal System and complete information is given for ordering.

6. Pennsylvania State Library, Box 1601, Harrisburg, Pennsylvania 17126, "Recordings of the Spoken Word."
   Listing of 800 titles of phonograph records available. Catalog is divided into three parts: literary and documentary, instructional, and children's.

7. Bureau of Instructional Materials and Services, Department of Public Instruction, Box 911, Harrisburg, Pennsylvania 17126 "Tapes for Teaching Catalog."

Over 5000 recordings which are designed to enrich instruction. Annotations and grade levels are indicated. Divided by broad subject headings.

"Aids in Selecting Books for the Reluctant Reader" was prepared for the American Association of School Librarians by John Bradbury, Isabel McCaul, and Lois Watt. Free reprints of this article are available from the American Library Association. This annotated list is also helpful in choosing books for reluctant readers or special education students.

William D. Boutwell wrote an article which is helpful when the librarian is considering books for purchase for slow learners. In "Motivating the Slow Learner" Mr. Boutwell gave many ideas of things to consider when selecting books for slow learners. He said that the material should not be didactic if it is to be appealing to these youngsters. The important words should be repeated several times and the theme of the books should relate closely to the lives of the teenagers. Sentences should be short with a minimum of dependent clauses; verb tenses should be simple and pronouns should be placed close to the nouns. The subjects of the books or stories should be human beings and not abstract things or ideas. The style of writing should be conversational. The reading should be geared to their grade levels and it should be recognized that there are separate boy and girl interests. Humorous stories are very popular and current movies and TV hits spark their interest. In conclusion Mr. Boutwell says: "They will read with joy and understanding and they will be motivated to read by that which moves them."[11]

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[11]William D. Boutwell, "Motivating the Slow Learner," (Wilson Library Bulletin, September 1965), pp. 75-77.

In "The Slow Learner in the Secondary School" Jack W. Birch gives additional suggestions for selecting recreational materials in the library for special education students. The basic reading skills and the development of good recreational reading habits should be encouraged. A realistic study of occupations is a high point of interest for these students. They can learn most effectively if they are involved and the materials are within their comprehension and understanding. The extensive use of films and other audio-visual materials is encouraged.[12]

Finally, each librarian will have to make his or her own book selection for this group of students using the suggestions which have been given in this chapter and remembering the following criteria for selecting printed and non-printed media:

1. Educational significance
2. Need and value to the library's collection
3. Reputation and significance of author or producer
4. Clarity, adequacy, and scope of text or audiovisual presentation
5. Validity, accuracy, objectivity, up-to-dateness, and appropriateness of text or audiovisual presentation
6. Organization and presentation of contents
7. High degree of readability and/or comprehensibility
8. High degree of potential user appeal
9. High artistic quality and/or literary style
10. Quality format
11. Value commensurate with cost and/or need[13]

The next section of this paper is the list of books, series, and publishers that I am going to suggest for purchase of recreational reading for the special education students in my high school. This

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[12]Jack W. Birch, "The Slow Learner in the Secondary School," (National Education Journal, October 1959), pp. 26-28.

[13]American Association of School Librarians, Policies and Procedures for Selection of School Library Materials (Chicago: American Library Association, 1961). (A reprint).

information has been gathered during the past two months; therefore, all of the books are in print, which is important; the present cost is known which is necessary in planning a budget request for a school library; and the descriptions by the publishers indicate that these books can become the nucleus of a recreational reading collection for special education students.

V. SPECIFIC MATERIALS AVAILABLE

1. Fearon Publishers
2165 Park Boulevard
Palo Alto, California 94306

a. Pacemaker Books are classroom-tested text-workbooks and supplementary reading materials for the educable mentally retarded, the slow learner, the reluctant reader, and the culturally disadvantaged. These books provide material of a high interest level and low reading level, generate active response and build practical vocabulary. The cost varies from $1.00 to $2.50. Thirteen titles to choose from. $20.00.

b. Pacemaker Story Books are well-written and deal with interesting realistic life problems. The content of each is appealing to any student of junior or senior high school age. The list included eighteen titles. All are $1.00 each.

c. Pacemaker Classics brings the masterpieces of fiction within the reach of the educable mentally retarded, the slow learner and the reluctant reader. Each edition retains the flavor and excitement of the original high-interest novel while maintaining an average reading ability level below Grade 3. There are ten books on this list for $1.75 each.

All of the information from Fearon Publishers is included in a catalog entitled "Pacemaker Books for Special Education."

2. Globe Book Company
175 Fifth Avenue
New York, New York 10010

GlobeAdapted Classics are clothbound, illustrated editions of the vital literature of the past. In this series of 47 books for the below-average or reluctant reader, much of the flavor, plot and characterization of the originals has been retained. At the same time, difficult vocabulary and involved sentence construction have been simplified, and lengthy descriptive and introspective passages abridged. This series represents a serious effort of the publishers to bring to slow learners in an interesting, simplified form the great literary works of our heritage. Price is $2.96 each or the complete set is $100.00

3. Frank E. Richards Publishing Company Inc.
215 Church Street
Phoenix, New York 13135

The main purpose of this company is to supply reading materials for those people who cannot achieve normal reading scores.

There are also series of books which would be useful for classroom use with special education students, for homemaking and guidance classes or group work with slow readers. Social studies classes would be interested in the series available on citizenship, teenagers at work, and using money.

Good Literature for the Slow Readers by Martha C. Weaver and Helen R. Prevo. This series contains ten volumes with such well-known books as Ivanhoe, Freckles, Swiss Family Robinson, and Treasure Island. The series has a reading level of third to fourth grade. There is at least one full-page color illustration per chapter. The price is $6.95 per book or $59.50 for the set.

4. Steck-Vaughn Company
P. O. Box 2028
Austin, Texas 78767

This company offers several lines of books for use with adult basic education. However, only books for recreational reading are annotated here.

The soft-cover adult library books are designed to provide students in adult basic education clqsses (many of the secondary special education students are close to being adults) with interesting material that will halp improve their reading skills. At the same time, each of the books will give adults specific information that will broaden their knowledge about situations they face daily. Reading levels are grades 4, 5, 6. There are 9 books in this series, $1.24 each to libraries.

The information from Steck-Vaughn is contained in the catalog Adult Basic Education Books.

5. Penns Valley Publishers, Inc.
307 West Beaver Avenue
State College, Pennsylvania 16801

Books which this company publishes of interest to libraries deal with Pennsylvania history. Consideration has been given to sentence structure, sentence length, and vocabulary and concept presentation. At the same time, every effort has been made to keep the stories interesting and to present accurate incidents and actual recorded words believed to have been spoken. There are 15 books on Pennsylvania which would be suitable for library purchase. The price range is from $1.12 to $5.44. The total cost of the 15 books is $41.32.

6. Garrard Publishing Company
Champaign, Illinois 61820

This company offers a wide variety of books which will appeal to the immature special education student, but in selecting books for the mature student, careful consideration is needed.

a. Folklore of the World Books are appealing stories with whole new worlds of adventure, and because of the range of interest they extend far beyond the reading level. Slow readers can also share in the excitement of these new experiences. Reading level is grade 3; interest level is grade 2 to 8. The books are $2.59 each or $31.08 for the set of 12.

b. Pleasure Reading Books are retold classics which are ideal for remedial reading students. These mature, well-loved stories are written simply enough so that slow readers are certain to derive pleasure not only from the story itself but from the success of reading them. The price per book is $2.39 or the set of 13 is $31.07.

The Garrard Company is known for its Dolch Books which are designed to build sound growth in reading. With careful selection other books could be used from the Garrard catalog with secondary students.

7. Benefic Press
10300 W. Roosevelt Road
Westchester, Illinois 60153

This company has a large selection of books which can be used with slow readers who are mature chronologically.

a. Basic Concepts Series of books is systematically arranged to develop understanding of today's world and its problems. These books utilize the broad understanding of today's children. The 21 titles are available at $2.60 each or $40.95 per set.

b. Mystery Adventure Series is a high-interest series with a girl as one of the central characters. The action and mystery will hold the less able reader's interest. Each book is $2.60 or the complete set of 6 titles is $11.70.

c. Sports Mystery Series contains high interest with action packed mystery stories. They are particularly appealing to older boys and girls who are having a problem with reading. The books are $2.20 each or $6.60 for the set of 4.

d. World of Adventure Series are high interest books. Each daring-packed book combines fact and fun to stimulate the enthusiasm and imagination of every reader. The price is $2.20 each or $13.20 for the set of 8.

e. What Is It Series treats areas of science in a factual, thought-provoking manner. Emphasis is on basic facts. The complete set of 40 titles does not apply to secondary students. Recommended for secondary library purchase is a group of 28 books, $1.50 each.

f. Exploring and Understanding Series is a new series which will contain 24 titles when complete. Each book explores a subject in depth, with special emphasis on science processes. The text involves the reader in an intimate, first person manner. At $2.96 each the complete set of 10 titles can be purchased for $21.20.

There are other books and series of books which are available from Benefic Press which can be used successfully with special education students. The information is contained in the catalog "Programs of Substance."

8. Lerner Publications Company
241 First Avenue North
Minneapolis, Minnesota 55401

Pull Ahead Books are special books to meet special needs. These high-interest, low vocabulary incentive readers combine a fourth to sixth grade reading level with material of interest to the junior-senior high school student. These biographies are written in an easy-to-read style but the author does not talk down to his reader. These new titles can be purchased for $3.95 each or the complete set of 6 volumes for $23.70.

9. Webster Division
McGraw-Hill Book Company
New York, New York 10036

Webster Everyreaders, selected from the great literature of the world, were adapted by language-arts experts to the needs of today's children. The high interest level of these books makes it possible for pupils to read these stories easily, confidently, and with great enjoyment. This paperback series of 20 books can be secured for about $1.50 each.

10. Hertzberg, New Method Inc.
Vandalia Road
Jacksonville, Illinois 62650

A series of 100 perma-bound paperbacks is available to teen-agers with a high interest level but a low vocabulary level. Each book is coded by interest and reading level. The price ranges from $1.63 to $1.93 each. These books are very colorful and extremely durable. Total cost of the set is $168.55.

11. Holt, Rinehart and Winston, Inc.
303 Madison Avenue
New York, New York 10017

High Interest Books with 6th to 10th Grade Interest Levels is a group of books which is intended to help students discover the pleasure of reading good books written by top-notch authors and illustrated by award-winning artists. These books capture the reader's interest in the first sentence and hold it to the last paragraph.

a. Science Fiction is a group of 21 books for $3.27 and $3.59 or a total of $71.90.

b. Mystery and Adventure Series is a group of 19 books priced from $3.07 to $3.59 or the total cost is $64.15.

c. Romance Series has seven books for $23.85 or $3.27 and $3.59 for individual titles.

d. Dog Stories is a group of 6 books for $3.59 and $3.79 each or the set is $21.74.

e. A Group of Biographies is a total of 8 books for $27.04.

f. Folk Tales is a group of 4 books for $12.46.

g. Miscellaneous Books is a set of 4 for $13.72.

h. Pacesetter Books is a series of recreational reading material for reluctant teen-age readers. With exciting, original plots, strong characterization and good, direct writing, these books are adult in format and content, yet have a reading level at or below the fifth grade. Each of the seven books is available for $2.29.

12. D. C. Heath Company
285 Columbus Avenue
Boston, Massachusetts 02116

Teen-age Tales Books by Ruth Strang and others is a series of 6 books on the 5th-6th grade reading level and 3 books on the 3rd-4th grade level. These nine volumes contain stories about teen-agers and their interests - stories of adventure, suspense, sports, science, animals, school life, boy-girl relationships - all carefully chosen for their appeal to the teen-ager. The stories are on a high school level of interest, but an elementary level of difficulty. Price is $2.96 each.

A teacher's manual for each book contains many helpful suggestions and exercises for reading skills development. This series of books has been introduced into many special education classrooms.

13. Follett Publishing Company
1010 Washington Boulevard
Chicago, Illinois 60607

All-Star Sports Books is a series of books on the 4th to 6th grade reading level which gives information about various sports and helpful tips for playing them. The cost of each book is $1.50 and there are ten in the series.

14. Children's Press Inc.
1224 W. Van Buren Street
Chicago, Illinois 60612

Frontiers of AmericaBooks are fast-moving stories about people who participated in the development of America. All of the titles are by Edith McCall and are on the third grade reading level. There are 9 books in the set priced at $2.50 each.

15. MacMillan Company
60 Fifth Avenue
New York, New York 10011

Lands and Peoples Series is a group of brief, interesting presentations of the land and people of many countries that are not so well known. The books, which are on the sixth grade reading level, are $2 each and there are 22 available at the present time.

16. Random House, Inc.
457 Madison Avenue
New York, New York 10022

World Landmark Books are inviting books, full of adventure. This series tells of events and people who have influenced world history. The reading level is 4th to 6th grade, cost is $1.95. 23 books are available in this series.

Random House has a large selection of books with high interest level and low vocabulary selections, cataloged in "A Guide to Adult and Young Adult Books."

Additional companies which publish educational and/or recreational reading materials for slow learners whose catalogs I have not received:

Harr Wagner Publishing Company
609 Mission Street
San Francisco, California 94105

Special Children Publications
Seattle Sequin Schools Inc.
71 Columbia Street
Seattle, Washington 98104

Grolier Educational Corporation
845 Third Avenue
New York, New York 10022

Gary D. Lawson
Elk Grove Unified School District
Elk Grove, California 95624

John Day Company
625 E. 45th Street
New York, New York 10036

R. W. Parkinson and Associates
704 Mumford Drive
Urbana, Illinois 61801

William E. Pedley
5653 Dana Way
Sacramento, California 95822

Joseph Miller
409 San Pasqual Drive
Alhambra, California 91081

TOTAL COST FOR RECREATIONAL READING MATERIALS:

1.	Fearon		$55.50
	Pacemaker Books (13)	$20.00	
	Pacemaker Story Books (18)	18.00	
	Pacemaker Classics (10)	17.50	
2.	Globe (47)		$100.00
3.	Frank E. Richards (10)		$ 59.50
4.	Steck-Vaughn (9)		$ 11.16
5.	Penns Valley (15)		$ 41.32
6.	Garrard		$ 62.15
	Folklore of the World (12)	$31.08	
	Pleasure Reading (13)	31.07	
7.	Benefic		$135.65
	Basic Concepts (21)	$40.95	
	Mystery Adventure (6)	11.70	
	Sports Mystery (4)	6.60	
	World of Adventure (8)	13.20	
	What Is It (28)	42.00	
	Exploring and Understanding (10)	21.20	
8.	Lerner (6)		$ 23.70
9.	Webster (McGraw) (20)		$ 30.00
10.	Hertzberg (100)		$168.55

11.	Holt		$250.89
	Science Fiction (21)	$71.90	
	Mystery and Adventure (19)	64.15	
	Romance (7)	23.85	
	Dog (6)	21.74	
	Biographies (8)	27.04	
	Folk Tales (4)	12.46	
	Miscellaneous (4)	13.72	
	Pacesetter (7)	16.03	
12.	Heath (9)		$ 27.64
13.	Follett (10)		$ 15.00
14.	Children's (9)		$ 22.50
15.	MacMillan (22)		$ 44.00
16.	Random House (23)		$ 44.85
	Total cost of books		$1092.41

Total number of books suggested for purchase 480

Total cost of books suggested for purchase $1092.41

VI. CONCLUSIONS

Since I began this study on January 9, 1969, I have learned many things about special education students. I have begun working with individual special education students, to discover their abilities and interests. The lack of recreational materials for these students was obvious. In February, I contacted the Somerset County Library and established a direct line of borrowing materials via the book-mobile service. In some cases the Somerset Library has not proved adequate; consequently, contact with the State Library in Harrisburg was initiated. Prior to my doing this project, inter-library loan service was not in operation in our school system. Now it is, and all students in all departments of the school program utilize this service.

Somerset County Library does not have an extensive collection of records and tapes. I wrote letters to offices in Harrisburg to get catalog information about borrowing tapes and records from the State Library. The records I have requested have started to arrive; the tape program is moving a little slower.

The school nurse contacted Somerset County Blind Association and it has responded. Last week the executive director visited our school, brought a new record player for our use, and has declared our school eligible to receive the talking books. I have made the original request for 25 books, and this program will be in operation in the very near future for the several partially blind children that we have but also for the special education children who do not always "turn on" to books.

I am in the process of preparing the book order for library materials for the next school year. All the books will be ordered which are included in the preceding chapter and I am looking forward to helping in the recreational reading plan for the special education students. I have ordered the magazine Scope, and I anticipate that it will be on the magazine rack before the school year has ended.

This study has proved very helpful to me already and as I have indicated, I am looking forward to expansion of the special education library program in the future. As a librarian, I do not have to say, as I did in the beginning of this paper, that I am doing nothing for the special education students in my school. My question now is am I doing - or planning to do - all I can for the special education students of our school system?

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